

MARKETING FOUNDATIONS

(MRKT FND)

5914

CIP Code: 52.1801 Sales, Distribution, and Marketing Operations General

Marketing Foundations is a marketing course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Computer Applications
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: A vocationally licensed (CTE) marketing teacher must teach this course: <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed marketing teacher, <http://www.doe.in.gov/octe/>
- Career Clusters: A component for several career pathways of the Business, Management & Administration; the Hospitality & Tourism; and the Marketing, Sales & Service career clusters. A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/careerpathways>

Course Content Standards and Performance Expectations

Note: This material is presented in alphabetic order and not necessarily in order of instructional implementation.

MF 1 Business Administration

MF 1.1 Content Standard: Students understand fundamental business/marketing administrative concepts that affect business decision making.

Performance Expectations

- MF 1.1.1** Describe and differentiate between business activities (MB:001) (CS)
- MF 1.1.2** Explain marketing and its importance in a global economy (BA:003) (CS)
- MF 1.1.3** Explain marketing functions and related activities (BA:004) (CS)
- MF 1.1.4** Explain types of business ownership (BA:028) (CS)
- MF 1.1.5** Explain the concept of management (BA:022) (CS)

MF 2 Communication

MF 2.1 Content Standard: Students apply verbal skills to obtain and convey information.

Performance Expectations

- MF 2.1.1** Explain the nature of effective verbal communications (CO:147) (PQ)
- MF 2.1.2** Ask relevant questions (PQ)
- MF 2.1.3** Apply active listening skills (CO:017) (PQ)
- MF 2.1.4** Use proper grammar and vocabulary (CO:004) (PQ)
- MF 2.1.5** Provide legitimate responses to inquiries (PQ)
- MF 2.1.6** Interpret others' nonverbal cues (PQ)
- MF 2.1.7** Defend ideas objectively (CS)
- MF 2.1.8** Participate in group discussions (CS)
- MF 2.1.9** Address people properly (CO:005)
- MF 2.1.10** Make oral presentations (CO:025) (SP)
- MF 2.1.11** Handle telephone/cellular calls in a businesslike manner (CO:114) (CS)
- MF 2.1.12** Use communication technology systems (CO:021) (CS)

MF 2.2 Content Standard: Students write effectively to convey information.

Performance Expectations

- MF 2.2.1** Explain the nature of effective written communications (CO:016) (PQ)
- MF 2.2.2** Write thank you correspondence (CO:027) (CS)
- MF 2.2.3** Write inquiries (CO:040) (CS)
- MF 2.2.4** Write informational messages (CO:039) (CS)
- MF 2.2.5** Write memorandums (CO:030)
- MF 2.2.6** Write business letters (CO:133) (CS)
- MF 2.2.7** Utilize computer hardware/software to prepare written communications (TC:002) (CS)
- MF 2.2.8** Send information via fax (TC:004) (CS)
- MF 2.2.9** Access Internet and obtain relevant information (TC:005) (PQ)

MF 2.3 Content Standard: Students communicate with staff to clarify workplace objectives.

Performance Expectations

- MF 2.3.1** Follow directions (CO:119) (PQ)
- MF 2.3.2** Explain the nature of staff communication (CO:014) (CS)
- MF 2.3.3** Participate in staff meetings (CS)

MF 3 Distribution

MF 3.1 Content Standard: Students acquire foundational knowledge of distribution to understand its role in marketing.

Performance Expectations

- MF 3.1.1** Describe the nature and scope of distribution (DS:001) (CS)
- MF 3.1.2** Explain the nature of channels of distribution (DS:055) (CS)
- MF 3.1.3** Illustrate the shipping and receiving process (DS:004)
- MF 3.1.4** Explain the nature of warehousing (DS:032) (CS)
- MF 3.1.5** Summarize storage considerations (DS:013) (CS)
- MF 3.1.6** Explain the nature of inventory control systems (DS:019) (CS)

MF 4 Economics

MF 4.1 Content Standard: Students acquire an understanding of fundamental economic concepts to obtain a foundation for employment in business.

Performance Expectations

- MF 4.1.1** Distinguish between economic goods and services (EC:002) (CS)
- MF 4.1.2** Explain the concept of economic resources (EC:003) (CS)
- MF 4.1.3** Determine economic utilities created by business activities (EC:004) (CS)
- MF 4.1.4** Describe the concept of economic scarcity and economic activities (EC:001) (CS)
- MF 4.1.5** Explain the principles of supply and demand (EC:005) (CS)
- MF 4.1.6** Describe the concept of price (EC:006) (CS)
- MF 4.1.7** Explain the concept of productivity (EC:013) (CS)

MF 4.2 Content Standard: Students differentiate among economic systems to understand the environments in which businesses function.

Performance Expectations

- MF 4.2.1** Explain the types of economic systems (EC:007) (CS)
- MF 4.2.2** Explain the relationship between government and business (EC:008) (CS)
- MF 4.2.3** Explain the concept of private enterprise (EC:009) (CS)
- MF 4.2.4** Identify factors affecting a business's profit (EC:010) (CS)
- MF 4.2.5** Explain the concept of competition (EC:012) (CS)
- MF 4.2.6** Determine factors affecting business risk (EC:011) (CS)

MF 5 Emotional Intelligence

MF 5.1 Content Standard: Students develop awareness of personal feelings and their impact on others to foster self-understanding.

Performance Expectations

- MF 5.1.1** Describe the nature of emotional intelligence (PQ)
- MF 5.1.2** Develop personality traits important to business (HR:286) (CS)
- MF 5.1.3** Explain the concept of self-esteem (PD:014) (PQ)
- MF 5.1.4** Assess personal strengths and weaknesses (PQ)
- MF 5.1.5** Recognize personal biases and stereotypes (PD:007) (PQ)

MF 5.2 Content Standard: Students exhibit techniques to manage emotional reactions to people and situations.

Performance Expectations

- MF 5.2.1** Identify desirable personality traits important to business (PD:001) (PQ)
- MF 5.2.2** Maintain positive attitude (PD:003) (PQ)
- MF 5.2.3** Demonstrate interest and enthusiasm (PD:004) (PQ)
- MF 5.2.4** Demonstrate responsible behavior (PD:005) (PQ)
- MF 5.2.5** Demonstrate honesty and integrity (PD:006) (PQ)
- MF 5.2.6** Exhibit self-confidence (PQ)
- MF 5.2.7** Demonstrate ethical work habits (PD:008) (PQ)
- MF 5.2.8** Demonstrate initiative (PD:010) (PQ)
- MF 5.2.9** Demonstrate self-control (PD:011) (PQ)
- MF 5.2.10** Use feedback for personal growth (PD:015) (PQ)
- MF 5.2.11** Adjust to change (PD:016) (PQ)

MF 5.3 Content Standard: Students understand others' feelings, needs, and concerns to enhance interpersonal relations.

Performance Expectations

- MF 5.3.1** Show empathy for others (IS:009) (PQ)
- MF 5.3.2** Explain the nature of positive customer/client relations (IS:005) (CS)
- MF 5.3.3** Demonstrate a customer-service mindset (IS:002) (CS)
- MF 5.3.4** Develop cultural sensitivity (IS:002) (CS)

MF 5.4 Content Standard: Students manage internal and external business relationships to foster positive interactions.

Performance Expectations

- MF 5.4.1** Explain the nature of effective communications (CO:015) (PQ)
- MF 5.4.2** Foster positive working relations (IS:003) (CS)
- MF 5.4.3** Explain the concept of leadership (CS)
- MF 5.4.4** Participate as a team member (IS:004) (PQ)
- MF 5.4.5** Handle difficult customers (IS:013) (CS)
- MF 5.4.6** Interpret business policies to customers/clients (IS:014) (CS)

MF 6 Financial Analysis

MF 6.1 Content Standard: Students acquire an understanding of the fundamental principles of money needed to make financial exchanges.

Performance Expectations

- MF 6.1.1** Explain forms of financial exchange (cash, credit, debit, electronic fund transfer, etc.) (PQ)
- MF 6.1.2** Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (PQ)
- MF 6.1.3** Describe the functions of money (medium of exchange, unit of measure, store of value) (PQ)
- MF 6.1.4** Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (PQ)
- MF 6.1.5** Explain the time value of money (CS)
- MF 6.1.6** Explain the purposes and importance of credit (FI:002) (CS)

MF 7 Marketing-Information Management

MF 7.1 Content Standard: Students acquire foundational knowledge of marketing-information management to understand its nature and scope.

Performance Expectations

- MF 7.1.1** Describe the need for marketing-information management. (IM:012) (CS)
- MF 7.1.2** Introduce the basics of marketing research. (IM:001) (SP)

MF 7.2 Content Standard: Students employ marketing information to plan marketing activities.

Performance Expectations

- MF 7.2.1** Explain the concept of marketing strategies. (IM:194) (CS)
- MF 7.2.2** Explain the concept of market identification. (IM:196) (CS)

MF 7.3 Content Standard: Students utilize information-technology tools to manage and perform work responsibilities.

Performance Expectations

- MF 7.3.1** Identify ways that technology impacts business (BA:030) (PQ)
- MF 7.3.2** Demonstrate e-mail function (BA:033) (PQ)
- MF 7.3.3** Demonstrate basic web-search skills (BA:035) (PQ)
- MF 7.3.4** Demonstrate basic word-processing skills (BA:031) (PQ)
- MF 7.3.5** Demonstrate basic presentation applications (BA:032) (PQ)

MF 8 Math

MF 8.1 Content Standard: Students solve mathematical problems that present themselves in marketing.

Performance Expectations

- MF 8.1.1** Solve addition problems (MA:097)
- MF 8.1.2** Solve subtraction problems (MA:098)
- MF 8.1.3** Solve multiplication problems (MA:099)
- MF 8.1.4** Solve division problems (MA:100)
- MF 8.1.5** Solve mathematical problems involving fractions (MA:101)
- MF 8.1.6** Solve mathematical problems involving percentages (MA:377)
- MF 8.1.7** Make change (MA:386) (CS)
- MF 8.1.8** Calculate tax, discounts, and miscellaneous charges for purchases (MA:089) (CS)

MF 9 Pricing

MF 9.1 Content Standard: Students develop a foundational knowledge of pricing to understand its role in marketing.

Performance Expectations

- MF 9.1.1** Explain the nature and scope of the pricing function (PI:001) (SP)
- MF 9.1.2** Explain factors affecting selling price (PI:002) (SP)
- MF 9.1.3** Solve math problems related to pricing (CS)

MF 10 Product/Service Management

MF 10.1 Content Standard: Students acquire a foundational knowledge of product/service management to understand its nature and scope.

Performance Expectations

- MF 10.1.1** Explain the nature and scope of the product/service management function (PM:001) (SP)
- MF 10.1.2** Explain the concept of production (BA:013) (CS)
- MF 10.1.3** Describe production activities (CS)
- MF 10.1.4** Identify the impact of product life cycles on marketing decisions (PM:024) (SP)

MF 11 Professional Development

MF 11.1 Content Standard: Students acquire self-development skills to enhance relationships and improve efficiency in the work environment.

Performance Expectations

- MF 11.1.1** Maintain appropriate personal appearance (PD:002) (PQ)
- MF 11.1.2** Demonstrate orderly and systematic behavior (PD:009) (PQ)
- MF 11.1.3** Set personal goals (PD:018) (CS)
- MF 11.1.4** Make decisions (PD:017) (CS)
- MF 11.1.5** Demonstrate problem-solving skills (IS:012) (SP)

MF 11.2 Content Standard: Students implement job-seeking skills to obtain employment.

Performance Expectations

- MF 11.2.1** Assess personal interests and skills needed for success in business (PD:013) (PQ)
- MF 11.2.2** Complete job applications (PD:027) (PQ)
- MF 11.2.3** Write a letter of application/cover letter (PD:030) (CS)
- MF 11.2.4** Prepare a resume (PD:031) (CS)
- MF 11.2.5** Interview for a job (PD:028) (PQ)
- MF 11.2.6** Write a follow-up letter after job interviews (PD:029) (CS)

MF 12 Promotion

MF 12.1 Content Standard: Students acquire a foundational knowledge of promotion to understand its nature and scope.

Performance Expectations

- MF 12.1.1** Explain the role of promotion as a marketing function (PR:001) (CS)
- MF 12.1.2** Explain the types of promotion (PR:002) (CS)
- MF 12.1.3** Explain the elements of the promotional mix (PR:003) (SP)
- MF 12.1.4** Describe the use of business ethics in promotion (PR:099) (SP)

MF 13 Selling

MF 13.1 Content Standard: Students acquire fundamental knowledge of selling to understand its nature and scope.

Performance Expectations

- MF 13.1.1** Explain the nature and scope of the selling function (SE:017) (CS)
- MF 13.1.2** Explain the role of customer service as a component of selling relationships (SE:076) (CS)
- MF 13.1.3** Explain company selling policies (SE:932) (CS)

MF 13.2 Content Standard: Students acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customers.

Performance Expectations

- MF 13.2.1** Acquire product information for use in selling (SE:062) (SP)
- MF 13.2.2** Analyze product information to identify product features and benefits (SE:109) (SP)

MF 13.3 Content Standard: Students employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Performance Expectations

- MF 13.3.1** Explain the selling process (SE:048) (SP)
- MF 13.3.2** Open the sales presentation (SE:869) (SP)
- MF 13.3.3** Question for information (SE:024) (SP)
- MF 13.3.4** Suggest product substitutions (SE:871) (SP)
- MF 13.3.5** Demonstrate product (SE:893) (SP)
- MF 13.3.6** Demonstrate feature/benefit selling (SE:873) (SP)
- MF 13.3.7** Handle customer/client objections (SE:874) (SP)
- MF 13.3.8** Close the sale (SE:895) (SP)
- MF 13.3.9** Employ suggestion selling (SE:875) (SP)

Content Standards and Performance Expectations listed are taken from MarkED Resource Center and are The National Marketing Education Curriculum Framework.

Indiana Academic Standards Integrated in Marketing Field Experience

English/Language Arts

Standard 2

READING: Reading Comprehension

- 10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
- 10.2.3 Demonstrate use of sophisticated technology by following technical directions.
- 10.3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.

Standard 4

WRITING: Writing Process

- 10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 10.4.4 Use clear research questions and suitable research methods, including text and electronic resources and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
- 10.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.
- 10.4.10 Review, evaluate, revise, edit and proofread writing, using an editing checklist.
- 10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10.4.12 Provide constructive criticism to other writers with suggestions for improving organizations, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.
- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose.
- 11.4.3 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.5 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.
- 11.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

- 12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.3 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- 12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.
- 12.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

Standard 5

WRITING: Writing Applications

- 10.5.3 Write expository compositions, including analytical essays and research report.
- 10.5.4 Write persuasive compositions.
- 10.5.5 Write business letters.
- 10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting.
- 10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.
- 10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.
- 11.5.1 Write fictional, autobiographical, or biographical narratives.
- 11.5.3 Write reflective compositions.
- 11.5.5 Write job applications and resumes.
- 11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 11.5.7 Use precise technical or scientific language when appropriate for topic and audience.
- 11.5.8 Deliver multimedia presentations.
- 12.5.5 Write job applications and résumés that: provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. • modify the tone to fit the purpose and audience. follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.
- 12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- 12.5.7 Use precise technical or scientific language when appropriate for topic and audience.
- 12.5.8 Deliver multimedia presentations that: • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CDROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. test the audience's response and revise the presentation accordingly.

Standard 6

WRITING: Written English Language Conventions

- 10.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.
- 10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 10.6.4 Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.
- 10.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.6.3 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.
- 12.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

- 10.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, or references to authoritative sources.
- 10.7.3 Recognize and uses elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.
- 10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques for presentations.
- 10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10.7.8 Compare and contrast the ways in which media genres cover the same event.
- 10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 10.7.14 Deliver narrative presentations.
- 10.7.15 Deliver expository presentations.
- 10.7.16 Apply appropriate interviewing techniques.
- 10.7.18 Deliver persuasive arguments.
- 10.7.19 Deliver descriptive presentations.
- 11.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 11.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 11.7.6 Use effective and interesting language, including informal expressions for effect.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 11.7.8 Evaluate when to use different kinds of effects to create effective productions.
- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture.
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 11.7.16 Deliver reflective presentations.
- 11.7.19 Deliver multimedia presentations.
- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 12.7.3 Distinguish between and use various forms of logical arguments, including: • inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*). • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- 12.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.
- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).
- 12.7.19 Deliver multimedia presentations that:
 - combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.

Algebra 1

- A1.2 Linear Equations and Inequalities
- A1.2.6 Solve word problems that involve linear equations, formulas, and inequalities.
- A1.3 Relations and Functions
- A1.3.1 Sketch a reasonable graph for a given relationship.
- A1.3.2 Interpret a graph representing a given situation.

Algebra 2

- A2.1 Relations and Functions
- A2.1.8 Interpret given situations as functions and graphs
- A2.10 Mathematical Reasoning and Problem Solving
- A2.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, guess-and check, solving a simpler problem, writing an equation, and working backwards
- A2.10.2 Decide whether a solution is reasonable in the context of the original situation

Probability and Statistics

- PS2.4 Calculate the probabilities of complementary events.
- PS2.6 Use discrete random variables and probability distributions, including the binomial and geometric distributions
- PS2.7 Compute and interpret the mean and variance of a probability distribution.
- PS2.8 Use and apply the normal distribution.
- PS2.9 Understand the central limit theorem and use it to solve problems.
- PS2.10 Use other continuous random variables and probability distributions to solve problems.
- PS3.1 Compute and use confidence intervals to make estimates.
- PS3.4 Calculate and interpret the correlation coefficient of a set of data.

Economics

Standard 1

Scarcity and Economic Reasoning

- E.1.1 Define each of the productive resources (human, natural, capital) and explain why they are needed.
- E.1.2 Explain how consumers and producers confront the condition of scarcity, by making choices which involve opportunity costs and tradeoffs

- E.1.3 Identify and explain broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment (Civics and Government)
- E.1.4 Describe how people respond predictably to positive and negative incentives.
- E.1.5 Predict how interest rates will act as an incentive for savers and borrowers.
- E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.
- E.1.7 Compare and contrast how the various economic systems (traditional, market, command mixed answer the questions: What to produce? How to produce it? And for whom to produce)
- E.1.8 Describe how clearly defined and enforced property rights are essential to a market economy. (Civics and Government)
- E.1.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
- E.1.10 Use a decision-making model to analyze a public policy issue affecting the student's community. (Civics and Government)
- E.11 Formulate a savings or financial investment plan for a future goal.

Standard 2

Supply and Demand

- E.2.1 Define supply and demand.
- E.2.2 Identify factors that cause changes in market supply and demand
- E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
- E.2.4 Describe how prices send signals to buyers and sellers
- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumers sovereignty)
- E.2.6 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
- E.2.7 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets
- E.2.8 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
- E.2.9 Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community. (civics and Government; Individuals, Society, and Culture)
- E.2.10 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Civics and Government)
- E.2.11 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
- E.2.12 Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living. (Individuals, Society, and Culture.)
- E.2.13 Explain how financial markets, such as the stock market, channel funds from savers to investors.

Standard 3

Market Structures

- E.3.1 Compare and contrast the following forms of business organization; sole proprietorship, partnership, and corporation
- E.3.2 Identify the three basic ways that firms finance operations (retain earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.
- E.3.3 Recognize that economic institutions, such as labor unions, non-profit organizations, and cooperatives evolve in market economies to help individuals accomplish their goals (Civics and Government; Individuals, Societies, and Culture)
- E.3.4 Identify the basic characteristics of the four market structures; monopoly, oligopoly, monopolistic, competition, and pure competition.
- E.3.5 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
- E.3.6 Demonstrate how firms determine price and output through marginal analysis.
- E.3.7 Explain ways that firms engage in price and non-price competition
- E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms. (Civics and Government)
- E.3.9 Describe the benefits of natural monopolies (economies of scale) and the purpose of government regulation of these monopolies, such as utilities. (Civics and Government)

- E.3.10 Explain how cartels affect product price and output
- E.3.11 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

Standard 4

The Role of Government

- E.4.1 Explain the basic functions of government in a market economy (Civics and Government)
- E.4.2 Explain how government responds to market failures by providing public goods and services. (Civics and Government)
- E.4.5 Identify taxes paid by students. (Civics and Government)
- E.4.9 Predicts possible future effects of the national debt on the individual and the economy. (Civics and Government)
- E.4.10 Predict how changes in federal spending and taxation would affect budget and surpluses and the national debt. (Civics and Government)

Standard 5

National Economic Performance

- E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
- E.5.2 Explain how GDP, economic growth, unemployment, and inflation are calculated.
- E.5.6 Identify the different causes of inflation, and explain who gains and loses because of inflation.
- E.5.8 Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government. (Civics and Government; Individuals, Society, and Culture)
- E.5.10 Analyze the unemployment rate in the community

Standard 6

Money and the Role of Financial Institutions

- E.6.5 Compare and contrast credits, savings, and investment services available to the consumer from financial institutions.

Note:

The National Marketing Framework and NBEA standards were utilized in the development of the Marketing Foundations curriculum. The National Marketing Standards are referenced after the performance indicators: An example would be EC: 012 for competition.